

TEACHER TALK IN ENGLISH TEACHING AND LEARNING PROCESS

AT SMA N 2 KLATEN IN 2015/2016 ACADEMIC YEAR



RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Derpartment

By

DENISSA DYAH AYU MALIKHA

A320120254

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2016

APPROVAL

TEACHER TALK IN ENGLISH TEACHING AND LEARNING PROCESS

AT SMA N 2 KLATEN IN 2015/2016 ACADEMIC YEAR

RESEARCH PAPER

By

DENISSA DYAH AYU MALIKHA

A320120254

Approved to be Examined by Consultant

First Consultant



(Prof. Dr. Endang Fauziati, M.Hum)

NIK. 274

ACCEPTANCE

**TEACHER TALK IN ENGLISH TEACHING AND LEARNING PROCESS
AT SMA N 2 KLATEN IN 2015/2016 ACADEMIC YEAR**

By




DENISSA DYAH AYU MALIKHA

A320120254

Accepted and Approved by the Board of Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta
On 07 June 2016

Team of Examiner:

1. Prof. Dr. Endang Fauziati, M.Hum
(Chair Person)
2. Mauliy Halwat Hikmat, Ph.D
(Member I)
3. Aryati Prasetyarini M.Pd.
(Member II)

()
()
()



Dean,

Prof. Dr. Harun Joko Prayitno, M. Hum.

NIP. 19650428B199303 1001

TESTIMONY

Herewith, I testify that in this research paper there is no plagiarism of the previous literary work which has been raised to obtain bachelor degrees of university, nor there are options or masterpiece which have been written or published by others, except those in which the writing are referred manuscript and mentioned in the literary review and bibliography. Hence, later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsible.

Surakarta, 07 June 2016

The writer



DENISSA DYAH AYU MALIKHA

A320120254

MOTTO

“Never give up on what you really want to do. The person with big dreams is more powerful than one with all the facts”. – Elbert Einstein

“When I have two good choice I always go with the one that scares me the most, because that’s going to help me grow”

DEDICATION

With my greatest love and gratitude, this *SKRIPSI* research paper is proudly dedicated
to:

My beloved father and mother: AKP. H. Mardjuki S.Pd M.H and Nimas Ayu
Permatasari S.T. I truly appreciate the values and morals they have instilled in me.

The candles who always enlighten my life, my beloved little brother, Fauzan Bima Putra
Kencana and my beloved little sister, Lailitha Putri Nabiga. Thanks for your all kindness
and every silly time you made.

My beloved escort, Bripda Dwiky Rio Ardian. He listens to me always and show me
how to be strong.

To my best friend who always there for me.

For all the things you gave to me I would like to dedicate this humble work to you,
Hoping that I will always keep on making you feel proud of me.

ACKNOWLEDGEMENT



Assalamu'alaikum Warohmatullohi Wabarokatuh

Alhamdulillahirobbil'alamin, first and foremost, my gratitude goes to Allah SWT for the countless blessing and inspiration leading the research paper entitle “Teacher Talk in English Teaching and Learning Process at SMA N 2 Klaten in 2015/2016 Academic Year”. However, this SKRIPSI would not have been possible without the presence of good people who kept, all along the course of my research, inspiring me to give my best. On this good opportunity, I wishes to reveal her special gratitude to:

1. **Prof. Dr. Harun Joko Prayitno**, Dean of Scholl of Teacher Training and Education Faculty, Muhammadiyah University of Surakarta,
2. **Maully Halwat Hikmat, Ph.D**, Head of English Department Muhammadiyah University, for approving this research,
3. **Prof. Endang Fauziati, M.Hum**, the first consultant who gives guidance, advice, suggestion, information and correction, she have enriched not only the content of this thesis but also my academic, professional, and personal life,
4. **Heppy Ardityarini, Ph.D**, the special consultant who gives me guidance, advice, criticism, suggestion, she had time to correct my English and to comment on my writing style,
5. My examiners, **Maully Halwat Hikmat, Ph.D** and **Aryati Prasetyarini M.Pd.** who give me suggestion and correction to improve the research paper,
6. **Nur Hidayat, S. Pd.** as the academic advisor who has given guidance, motivation, and suggestion as long as I studied in Muhammadiyah University,
7. All lecturers of English Department of Muhammadiyah University of Surakarta who have taught many things.
8. Special thanks are due to my parents, **AKP H. Mardjuki S.Pd., M.H.** and **Nimas Ayu Permatasari S.T.** thanks for all the incredible love, prayers, guidance and generosity have given me constant support throughout my lives.

9. My beloved little brother **Fauzan Bima Putra Kencana** and her beloved little sister **Lailitha Putri Nabiga**, thanks for sincere love and support
10. My big family, who have given care, prayers, and support.
11. My deepest love and thanks go to **Bripda Dwiky Rio Ardian**, of all the walks we have taken together and thanks for always being my biggest cheerleaders.
12. My thanks goes to my wonderful friends, **Tiara Damayanti S.Pd, Yunita Nurma Setianingrum S.Pd, Rina Mar'atus Sholihah S.Pd, Aulia Firdausia Putri S.Pd**, I am so fortunate to have them, you are my extended family, my confidantes, thank to supported me through good and bad times.
13. The principal of SMA N 2 Klaten and the English teachers for who have given their opportunity, help, willingness, and cooperation in conducting the research.
14. My thanks go to my best friends in English Department: **Dwi Pangesti, Cyntia Putri P, Dini Inge A, Rannisa Elly, Nurul, Erlita Mulia Dewi**, and everybody who couldn't be mention one by one. Thanks a lot for many experience and everything. That was a real precious moment I spent with you all,

The last, my thanks are addressed to the readers who are willing to read the research paper. The writer realizes that the research paper is still far from being perfect. Therefore, supportive criticism and suggestion are really welcomed and badly needed to make this research paper better.

Wassalamu'alaikum Warohmatullohi Wabarokatuh

Surakarta, 07 June 2016

The researcher,

Denissa Dyah Ayu Malikha

TABLE OF CONTENT

TITLE	i
APPROVAL	ii
ACCEPTANCE.....	iii
TESTIMONY	iv
MOTTO	v
DEDICATION.....	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENT.....	ix
LIST OF TABLES	xii
LIST OF FIGURE	xii
SUMMARY	xiii
RINGKASAN	xiv
CHAPTER 1 INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Question	4
1.3 Objective of the Study	4
1.4 Limitation of the Study	5
1.5 Benefit of the Study	5
1.6 Research Paper Organization.....	6
CHAPTER 2 REVIEW OF RELATED LITERATURE	8
2.1 Previous Studies.....	8
2.2 Underlying Theory.....	13
2.1.1 Notion of Teacher Talk	13
2.1.2 The Features of Teacher Talk	14
2.1.2.1 The Functional Featuresof Teacher Talk	15
2.1.2.2.1 The Communicative Features of Teacher talk	15
2.1.2.2.2 The Pedagogic Features	

of Teacher Talk	19
2.1.3 Types of Teacher Talk	19
2.1.3.1 Flanders' Interaction Analysis Categories.....	20
2.1.3.2 Foreign Language Interaction Analysis.....	22
CHAPTER 3 RESEARCH METHOD	26
3.1 Types of The Study	26
3.2 Object of The Study	26
3.3 Setting of The Study	27
3.4 Participant of The Study	28
3.5 Data and Data Source	28
3.6 Method of Collecting Data	29
1.6.1 Observation	29
1.6.2 Recording	30
1.6.3 Interview	30
3.7 Technique for Analysis Data	30
3.8 Trustworthiness	34
CHAPTER 4 RESEARCH FINDING AND DISCUSSION	36
4.1 The Research Finding	36
4.1.1 The language Used in Teacher Talk	36
4.1.2 The Dominant of Language Used in Teacher Talk	47
4.1.3 Types of Teacher Talk based on Language Used	48
4.1.3.1 Type of Teacher Talk in English	48
4.1.3.2 Type of Teacher Talk in Indonesia Language.....	62
4.1.3.3 Type of Teacher Talk in Javanese.....	71
4.1.3.4 Type of Teacher Talk in Arabic Language	77
4.1.3.5 Type of Teacher Talk in Mix Language	78
4.1.4 The Dominant Type of Teacher Talk	92
4.1 The Research Discussion	95
CHAPTER 5 CONCLUSION, PEDAGOGICAL IMPLICATION AND SUGGETION	102
5.1 Conclusion	102

5.2 Pedagogical Implication.....	103
5.3 Suggestion	104
BIBLIOGRAPHY	106
APPENDIX	106
APPENDIX 1. Transcript of the First Observation.....	111
APPENDIX 2. Transcript of the Second Observation	125
APPENDIX 3. Transcript of the Third Observation	147
APPENDIX 4. Transcript of the Fourth Observation	156
APPENDIX 5. Transcript of the Fifth Observation	163
APPENDIX 6. Transcript of the Sixth Observation	168
APPENDIX 7. The First interview with the Teacher	190
APPENDIX 8. The second interview with the Teacher	196
APPENDIX 9. The third interview with the Teacher	200
APPENDIX 10. Interview with the three teachers	204
APPENDIX 11. Surat Ijin Penelitian	206

LIST OF TABLE

Table 2.1 Flanders' Interaction Analysis	20
Table 2.2 FLINT System (Gertrude Moscovitz, 1971, 1976)	22
Table 3.1 Schedule observation in SMA N 2 Klaten	27
Table 3.2 An illustration a code of observation transcript	31
Table 4.1 Frequency the Language Used in Teacher Talk	36
Table 4.2 Summary of result of the language used in Teacher Talk	45
Table 4.3 Summary of result of types of Teacher Talk in English	61
Table 4.4. Summary of result of types of Teacher Talk in Indonesia language.....	70
Table 4.5 Summary of result of types of Teacher Talk in Javanese	76
Table 4.6 Summary of result of types of Teacher Talk in Arabic language	78
Table 4.7 Summary of result of types of Teacher Talk in Mix language	89
Table 4.8 Frequency types of Teacher Talk based on language used.....	90
Table 4.9 The dominant types of Teacher Talk	92

LIST OF FIGURE

Figure 4.1 Pie diagram the dominant language used in Teacher Talk	47
Figure 4.2 The Dominant Types of Teacher Talk.....	94

SUMMARY

DENISSA DYAH AYU MALIKHA. A320120254. **TEACHER TALK IN ENGLISH TEACHING AND LEARNING PROCESS AT SMA N 2 KLATEN IN 2015/2016 ACADEMIC YEAR.** Research Paper. School of Teacher Training and Education, Muhammadiyah University of Surakarta. June 2, 2016.

This study is conducted to find out the language used and the types of Teacher Talk in teaching and learning process at SMA N 2 Klaten. The aims of this study are: (1) to describe the languages of teacher talk used in English teaching and learning process, (2) the dominant language of Teacher Talk, (3) the types of Teacher Talk (4) the dominant type of Teacher Talk in English teaching and learning process at SMA N 2 Klaten 2015/2016 academic years. This research was conducted through descriptive qualitative method, especially naturalistic study in analyzing the data. An Foreign Language Interaction Analysis (FLINT) from Moskowitzt was used to analyze the data. In order to gather the data, this study used two methods of collecting, they were: observation, recording and interview.

The result of the study showed that there are five language used in Teacher Talk during English teaching and learning process at SMA N 2 Klaten. The kind of language used in Techer Talk are: English, Indonesia language, Javanese, Arabic language, and Mix language. English was the dominant language during teaching and learning process at SMA N 2 Klaten. The teacher tried to use English as much as possible. There are some types of teacher talk are used by the teachers, such as deals with feelings, praises or encourages, jokes, uses ideas of students, repeats student response verbatim, asks questions, gives information, corrects without rejection, gives direction, criticizes student behaviour, criticizes student response, and greetings. Asks question and gives information are the dominant types in teacher's way of conducting teaching and learning activities. It proven by the percentage of these types that takes up 39% times to asks question and 22% times to gives information.

The conclusion of this research is that the English teacher at SMA N 2 Klaten used various language and types on teacher talk. The teacher used types 4 (asks question) to increase interaction during teaching and learning process. The teacher used English as much as possible in order to improve the students' ability. Various language and type of teacher talk can make the student interested in English teaching-learning process.

Keywords: *Teacher Talk, English as Foreign Language, Foreign Language Interaction Analysis, Non-Native Speaker, Second Language Acquisition.*

RINGKASAN

DENISSA DYAH AYU MALIKHA. A320120254. **TEACHER TALK IN ENGLISH TEACHING AND LEARNING PROCESS AT SMA N 2 KLATEN IN 2015/2016 ACADEMIC YEAR.** SKRIPSI. FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN. UNIVERSITAS MUHAMMADIYAH SURAKARTA, 02 Juni 2016.

Penelitian ini ditulis untuk mengetahui penggunaan bahasa dan tipe-tipe Ucapan Guru dalam proses belajar-mengajar di SMA N 2 Klaten. Tujuan dari penelitian ini adalah: (1) untuk mendeskripsikan bahasa dari Ucapan Guru yang digunakan guru dalam proses belajar mengajar bahasa Inggris, (2) dominan bahasa dari Ucapan Guru, (3) tipe-tipe Ucapan Guru (4) dominan tipe dari Ucapan Guru dalam proses belajar-mengajar bahasa Inggris di SMA N 2 Klaten tahun ajaran 2015/2016. Penelitian ini dilakukan dengan metode deskriptif kualitatif, khususnya studi naturalistik dalam menganalisis data. Foreign Language Interaction Analysis (FLINT) dari Moskowitz digunakan untuk menganalisis data. Dalam rangka untuk mengumpulkan data, penelitian ini menggunakan dua metode pengumpulan, yaitu: observasi, rekaman suara, dan wawancara.

*Hasil penelitian menunjukkan bahwa ada lima bahasa yang digunakan dalam Ucapan Guru selama proses belajar-mengajar bahasa Inggris di SMA N 2 Klaten. Jenis bahasa yang digunakan di Ucapan Guru: Inggris, bahasa Indonesia, Jawa, bahasa Arab, dan bahasa Campuran. Bahasa Inggris adalah dominan bahasa yang digunakan selama proses belajar-mengajar di SMA N 2 Klaten. Guru mencoba untuk menggunakan bahasa Inggris sebanyak mungkin. Ada beberapa tipe Ucapan Guru yang digunakan oleh guru, seperti *deals with feelings, praises or encourages, jokes, uses ideas of students, repeats student response verbatim, asks questions, gives information, corrects without rejection, gives direction, criticizes student behaviour, criticizes student response, and greetings*. Asks question dan gives information adalah dominan tipe dalam cara guru menjalankan kegiatan belajar mengajar. Ini terbukti dengan persentase tipe yang tersebut, 39% waktu digunakan untuk asks question dan 22% waktu digunakan untuk gives information.*

Kesimpulan dari penelitian ini adalah Guru bahasa Inggris di SMA N 2 Klaten menggunakan berbagai bahasa dan jenis dari Ucapan Guru. Guru digunakan tipe 4 (asks question) untuk meningkatkan interaksi selama proses belajar-mengajar. guru menggunakan bahasa Inggris sebanyak mungkin dalam rangka meningkatkan kemampuan siswa. Berbagai bahasa dan jenis pembicaraan guru dapat membuat siswa tertarik dalam proses belajar-mengajar bahasa Inggris

Kata kunci: *Teacher Talk, English as Foreign Language, Foreign Language Interaction Analysis, Non-Native Speaker, Second Language Acquisition.*